WORK, EMPLOYMENT & ENTERPRISE STATEMENTS

	Work, Employment & Enterprise
Mathematics	Enables students to develop work-related knowledge, skills and understanding through their study of mathematics. It also provides opportunities for students to develop values and attitudes about work, employment and the workplace. Specifically this occurs through student study of mathematics in work-related contexts, through selecting and applying appropriate mathematical techniques and problem-solving strategies, and in acquiring, processing, assessing and communicating information.
English	Content in English provides opportunities for students to develop work-related skills, knowledge and understanding and to develop values and attitudes about work, employment and the workplace. These opportunities arise through their study of texts with workplace contexts, through developing skills in speaking and listening, in group processes and in acquiring, processing, assessing and communicating information.
Commerce	The Commerce syllabus incorporates work and employment-related content throughout the core and options of the course. Students examine the nature of business and a variety of work and employment structures and how the law impacts on work and employment. Practical activities related to starting a small business and modelling good business practice provide students with an understanding of the importance of enterprise. Students will also develop valuable collaborative workplace skills, decision-making skills, effective communication skills and the ability to creatively solve a range of work, employment and enterprise-related problems.
Physical Activity	Opportunity for students to develop skills that would prove advantageous in many career options. Content is included which is specifically designed to assist students who want to pursue a career in fields such as recreation, sports administration, the fitness industry, personal training, fitness leadership and coaching. There is also content designed for individuals who aspire to a professional sporting career. Students develop an awareness of other vocational opportunities such as teaching, sports science, injury rehabilitation and event management. Students will have opportunities to develop and practice enterprise skills as they organise, conduct and evaluate physical activity, recreational and sport experiences. Additionally students may gain accreditation in a number of areas that would enhance their career opportunities. These include first aid, refereeing/officiating, outdoor leadership, coaching, training/fitness and lifesaving.
Visual Arts	In the mandatory and elective courses students develop an understanding of how artists and audiences interact, and their own role as an artist. They learn that an artist can be thought of as a designer, multimedia artist, animator, filmmaker, video and digital artist, web page designer, teacher, interior architect, landscape designer, photographer, sculptor, printmaker, architect, fabric and textile artist, and ceramicist. Students can investigate the effects of globalisation and digitalisation in the expansion of creative work opportunities for artists in diverse fields such as advertising, interactive leisure design, publishing, communications, entertainment and recreation industries. Students can investigate how artists and designers work individually and

	collaboratively with others in the work place in a range of industries including emergent creative and technological industries. They can investigate how artists create artworks for political, social and work-based issues including posters, banners, murals and billboards. Students investigate and develop their understanding of artists and practice and the relationships between artists and audiences, artworks and the world in making, and in critical and historical studies through investigations of particular issues in visual arts.
Work Education	The Work Education syllabus *as a whole* integrates the Board of Studies' cross-curriculum statements for Work, Employment and Enterprise. Knowledge and understanding are developed through research, analysis and practical demonstration. Themes include the exploration of government and non-government sectors, the roles of training and education systems, workplace issues, workplace legislation and the changing nature of work. Employment and enterprise skills are developed through self-evaluation, individual and team projects and practical application. Values and attitudes are explored in the context of students' self-awareness and development, in relation to social and economic participation, and with regard to employer expectations. The Work Education syllabus has acknowledged a number of national initiatives in this area including the 'Employability Skills Framework'[1] and the *New Framework for Vocational Education in Schools.*
Science	The syllabus provides opportunities for students to develop a range of work-related skills including an appreciation of issues around working in teams or working individually, the establishment and maintenance of safe and healthy work environments, as well as the value of lifelong learning. Students are provided with opportunities to model working scientifically through the development of skills used by those working in science and related areas such as the acquisition and application of a relevant body of knowledge, critical thinking, problem-solving, planning and conducting investigations, as well as communicating information and understanding. Students can explore future opportunities for science-based vocations from the innovative and creative application of scientific discoveries and related technologies as well as the contributions of Australian males and females working in science-related areas.
PDHPE	The key skills represented in the *PDHPE Years 7–10 Syllabus* promote in students the capacity to interact cooperatively and harmoniously in a work environment. The syllabus encourages students to make valuable contributions to society as they advocate health and physical activity in a range of settings, including the workplace. Students also develop knowledge and understanding about: • the social and cultural aspects related to work, the work ethic and employment • the implications of unemployment • workplace organisation, structure and decision-making • workplace behaviour and relationships • the nature of work tasks in profit and non-profit organisations • work, employment and personal identity • decision-making in the workplace and concepts of power, authority, conflict and cooperation, gender, and leisure related to work and employment, union advocacy and membership attitudes to work and work practices.

Music	Students in the mandatory and elective courses will develop an understanding of the role of performers, composers, and critics/writers, as well as other key roles in the music industry. Composition and performance encourage students to work innovatively and creatively with available resources in real world situations. The listening component of the syllabus develops students' critical ear. It contributes to the way that students evaluate, synthesise and analyse musical works. As students develop their knowledge, understanding and skills in performing, composing and listening, they should be made aware of the opportunities that these skills can offer them in the world of work.
History	Work, Employment and Enterprise content focuses on the living and working conditions of Australians over time and the contribution of work-related organisations to Australian society. In Stage 5 Mandatory, students have opportunities to develop knowledge and understandings of: • the way people lived and worked in Australia 1900–1914 • the growth of unionism and establishment of the ACTU during the 1920s • living and working conditions in Australia during World War II • the role of Unions in a participatory democracy, eg Green Bans.
Hebrew	Young people need to be prepared for living and learning in a world that is more technologically focused, globally connected and internationally competitive. Through their study of Hebrew, young people develop skills that equip them for participation in a range of work settings in an increasingly globalised world and workforce. Learning Hebrew broadens the employment opportunities for young people and enables them to become more effective and valuable members of the workforce
Geography	Each course in the Geography syllabus develops knowledge and understanding of demographic and geographic patterns of employment and unemployment and an understanding of global linkages created through work and employment. Students also learn how unions and other organisations in Australia and overseas have a role in community action, conflict resolution and a wide range of issues affecting workers and communities, such as environmental protection, land rights and conflict over land use
Food technology	Students will develop an understanding of work and employment through the study of workplace practices within the Australian food industry. Students will explore work-related concepts in the core 'food preparation and processing' and in the focus area 'food service and catering'. Students will develop an understanding of current work practices including Occupational Health and Safety (OHS) requirements, safe work practices, industrial legislation, industrial awards and enterprise agreements and the Anti-Discrimination Act. Knowledge and skills gained through food handling in all practical classroom activities are transferable to personal and vocational contexts.
Drama	In Drama, students develop skills, competencies, understandings and attributes, which equip them to identify potential areas of employment in drama and theatre. In Drama, work and employment opportunities relate to each of the learning experiences of making and performing and appreciating. As students engage in these activities they will develop an understanding of the roles of actors, writers, directors, and other drama and theatre practitioners, as well as other key roles in the theatre, film and television industries. These industries are globally significant and provide potential international opportunities. Drama develops communication skills vital to all employment areas.

Design & Technology	The processes of design, innovation and enterprise are embedded in the outcomes and content, promoting development of desirable employment skills. Knowledge and understanding are developed through research, analysis and evaluation of the work practices of designers. Themes include the work of past and current designers from a range of focus areas, workplace legislation and the changing nature of work. Employment and enterprise skills are developed through self-evaluation, individual and team projects and practical activities